DOCUMENT RESUME

ED 037 612 AC 006 415

TITLE	Saskatchewan NewStart Social Work Aide Curriculum. Instructor Guide.
INSTITUTION	Saskatchewan NewStart, Inc., Prince Albert.
PUB DATE	69
NOTE	52p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.70
DESCRIPTORS	*Adult Vocational Education, *Curriculum Guides, *Social Work, *Subprofessionals
IDENTIFIERS	Canada, *Saskatchewan Newstart

ABSTRACT

This guide for instructors of Saskatchewan NewStart social work case aide trainees outlines course content, processes, and objectives for each phase of training. It is designed to help instructors function as guides and resource persons (as opposed to information givers or typical classroom instructors) as they help trainees learn how to develop and use case aide skills, relate effectively to clients, work harmoniously with welfare staff members, cultivate their own potential as case aides, and work effectively with the welfare department and the community. (LY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED037612

SASKATCHEWAN NEWSTART

SOCIAL WORK AIDE CURRICULUM

A0006415

Saskatchewan NewStart Inc.
First Ave. and River Street East
Prince Albert, Saskatchewan

Instructor Guide

NewStart
Case Aide

Instructor Guide

ED037612

CASE AIDE TRAINING

Introduction

The instructor in the NewStart Case Aide Program accepts a new type of instructor role. The Case Aide instructor will serve as a guide and a resource person rather than an information giver and typical classroom instructor. The instructor will share in the development of a learning group that will investigate, research, discuss, teach, and learn. The instructor will not need to be one step ahead of the trainees in the book; rather, he will need to be ready to offer assistance to the group when called upon.

Inasmuch as the Case Aide instructors are coaches that have only a limited amount of training, they too will be learning with the trainees. They will need to meet with their instructor (supervisor) to learn more about group process and the Case Aide Program. Instructors will need to do research, and hold peer groups to perform their task of helping the trainee group progress.

Instructors will need to be familiar with the NewStart Life Skills Curriculum and with the content material of the Case Aide Trainee Guide as well as the material in this Case Aide Instructor Guide.

A special process training course and materials are provided through the NewStart Instructor Training Manual which is a one-week training course for instructors using NewStart Curriculum.

The challenge of being on the growing edge of a new field should inspire instructors to perform beyond the expected. The training that is being developed by the instructor will have wide effects on the traditional instructional systems.

Training Outline

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Duties of Case Aide.	1. Discuss methods for collection of information on duties of case aides.	1. Identify case aide duties.
2. Duties and skills comparison.	2. Make committee assignments on data collection.	2. Learn how to collect meaningful information.
3. Reality test duties and skills needed to perform duties.	3. Make up duty list and identify skills needed to perform duties.	3. Use reality testing methods in data collection.
4. Information on duties for reference.	4. Discuss task assignment process and critique ability to work together.	4. Understand critique methods in task assignments.

I. Discuss and List Case Aides' Duties.

The instructor should hold a group discussion as to what a welfare worker does during a regular day. A list should be made and kept. The list may be divided into duties that are typically "community oriented", those that are "clerical", and those that are "client centered".

II. Compare Duties and Skills Needed.

The instructor may use the above list as a basis for having trainees identify skills they already possess. Trainees can prove helpful in identifying these skills in each other. Have the trainees check the completed duties list as to the things they now can do. The instructor should positively reinforce trainees that they are already able to do many things.

III. Collect Information.

The trainees should discuss ways of obtaining information relative to a welfare worker's day. The group could form a committee to contact agencies for visiting departments. Discuss how and what tasks may be assigned to different trainees.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Experience with families that points out similarities between families.	1. Group discussion on identification of similarities and differences of families.	1. Understand the differences and similarities of families.
2. Experiences with families that show differences between families.	2. Movie of families that demonstrates individual differences.	2. Talk openly about experiences with families.
3. Physical differences in families.	3. Make up list of typical characteristics of families.	3. Research information on differences of families.
4. Characteristics of families.	4. Review materials on families' characteristics.	4. Develop methods for data collection.

I. Discuss Similarities of Families.

Because trainees are members of the community, any discussion of family association can prove to be a lively one. The instructor may use the blackboard to list similarities as they are described. Trainees should decide on one or two words as being descriptive. The trainees should make and keep their own lists of the similarities of families.

II. Discuss Differences of Families.

Trainees have already noted the differences among themselves, and may use these same differences as a basis to discuss the ways in which others differ. Lists should also be made, as above, keeping them short and descriptive.

The mental, physical, and emotional differences of families should all be discussed.

III. Show Movies.

The instructor should reinforce the knowledge that families differ by showing movies. A list of films may be obtained from local agencies and a film such as "Lord of the Flies" shown. Trainees may have home movies of their children or family that they would like to show.

After any film, a discussion and critique should be held.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Present understanding of concepts of social work.	1. Discuss present understanding of concepts of social work.	1. Understand the basic concepts of the welfare process.
2. Compare present understanding of social work with reference material on welfare.	2. Review reference material on welfare and compare with results of discussion on welfare.	2. Utilize basic welfare concepts in the training program.
3. Welfare as a tool.	3. Discuss how welfare is utilized to improve the community.	3. Appreciate the role of welfare in the community.
4. Modern Welfare process.	4. Develop a list of basic welfare concepts.	4. Design a reference list of welfare concepts.
	5. Critique the group and discuss the role of this group in the training process.	5. Identify the role of the group in the training process.

I. Discuss Basic Concepts of Welfare.

The instructor should have trainees discuss concepts, or their ideas, on what they think welfare is all about.

A. Who should receive welfare?

B. Who should pay for welfare?

C. What should welfare do for a person? for a community? for a nation?

II. Review Reference Material.

The instructor should have trainees review reference material and relate it to their views on what welfare is all about. How do the trainees'

views compare with those in the reference material? What would the trainees change?

III. Make List of Welfare Concepts.

Trainees should make a list of their own basic welfare concepts. The instructor should serve as the reality tester as to whether these may be valid, or reasonable.

IV. Discuss Community Application.

Hold a discussion on the ways in which a community may, or may not, benefit by the welfare assistance of its members.

V. Discuss.

The instructor should now give pause and direct discussion as to what the trainees as a group have been doing.

A. How have we functioned as a group?

B. Has our training been effective?

C. Are members cooperating for mutual benefit?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Individual contributions to the job.	1. Develop an inventory of talents that would contribute to being a case aide.	1. Appreciate personal talents that would contribute to being a case aide.
2. Talent profile.	2. Discuss the role of personality as it relates to being a case aide.	2. Understand the role that personality plays in being a case aide.
3. Contribution of personality as case aides.	3. Make up a list of admired characteristics and talents that would help a trainee to be a case aide.	3. Relates present skills and talents to those needed as a case aide.
4. Inventory of talents and characteristics.	4. Make up a talent profile that would indicate talents trainees could contribute to being a case aide.	
5. Bringing personality to the job.		

I. Discuss Talents.

The instructor should have trainees discuss talents and what they are.

Guide the discussion around talents as natural abilities that can be cultivated or improved upon.

A. What talents, abilities, will be of help to a case aide?

B. What talents can be improved to help in being a case aide?

C. What talents will be improved by being a case aide?

II. Discuss Personality Characteristics.

The instructor should have trainees discuss personality characteristics

and what they are. A characteristic is a distinguishing feature, and makes a person uniquely himself.

A. May personality characteristics be both physical and non-physical?

B. What characteristics will help a case aide?

III. List Talents and Personality Characteristics.

The instructor will find that the discussion of both talents and personality characteristics will overlap. Have trainees make up a list, combining both, which would represent an ideal case aide. Have trainees include in the list all those traits that they could admire in a case aide.

IV. Make Talent Profile.

Using the above list as a guide, have trainees make up their own Personality Profile. The instructor should be positive in reinforcing trainees in the talents they do have. Encourage trainees to reinforce each other as to abilities.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Past experiences with welfare. 2. The relationship of the Welfare Dept. and the community. 3. Cultural sets in the welfare systems. 4. Parent-child-community-welfare relationships.	1. Group discussion regarding past experiences with welfare agencies and welfare personnel. 2. List the probable relationships that exist between the welfare dept. and the community. 3. Discuss and investigate methods to research the relationship between the community and the welfare dept. 4. Carry on research to determine the relationship that exists between the welfare dept. and the community. 5. Discuss the cultural variations as to how certain families see the welfare department.	1. Understand the impact of the welfare dept. on the community. 2. Appreciate the need for community and welfare dept. relationship. 3. Develop an understanding of cultural influences that affect how families relate to the welfare systems.

I. Discuss Past Welfare Experiences.

The instructor should have trainees discuss their past relationships with the welfare agencies. This may be either as a recipient or just as a community member.

A. What has happened as the result of the contact with the Welfare Agency?

B. How do welfare recipients feel toward the agency and the staff?

C. What concessions had to be made by the welfare recipient as the result of receiving help?

D. What is the reception at the welfare agency?

E. Were recipients satisfied with treatment by welfare personnel?

II. List Welfare - Community Relationship.

The instructor should have trainees make a list of what they think the relationships are between the welfare department and the community.

A. Who gives out information regarding welfare services?

B. Who contacts the parents regarding their children, and how is it done?

C. Is there an organization including both welfare staff and recipients? Does it meet regularly?

D. What are the names of the welfare officials?

III. Do Research Into Welfare - Community Relationships.

The instructor may use the above list as a starting point to research the relationships that exist between the Welfare Agency and the community. Trainees should decide among themselves who will visit such persons and organizations as the Welfare Department, Department Supervisor, the advisory group, the Administrator, etc. After research and visiting, trainees should report their findings to the group and discuss them.

IV. Discuss Cultural Variations.

The instructor should have the group discuss the differences in the way certain families view the welfare agency. Is there a difference in the way persons of different cultures accept the work of the Department? Do all cultures place an equal value on services?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Design training methods. 2. Develop training outline. 3. Select content material. 4. Case aide specific skills.	1. Develop a training outline to match the specific skills needed by case aides: a. Methods of instructor. b. Items to be included. c. Depth of understanding needed. 2. Make committee or trainee assignments. 3. Group discussion on individual ability to learn. 4. Ranking on skills needed by case aides.	1. Accept responsibility for training. 2. Design training course in case aide skills. 3. Work as a group to learn case aide skills. 4. Accept feedback on what individual skills are needed.

I. The Trainees Develop a Training Course.

The trainees should develop their own training subjects and course. As the result of their identification of the skills needed by a case aide, the trainees should now know in what areas they need instruction. The trainees should go over the list of skills, and rank items from the most important to the least important that need to be learned.

II. Organize Committees.

The trainees may develop committees to teach each other the skills needed. When outside instruction or help is needed, the trainees can be supported by the instructor as to identification of specialist.

III. Prepare to Learn.

The trainees need to see themselves as ready to teach and learn. Following the ranking, discuss with the trainees the importance of willingness to learn.

A. Are the trainees ready to learn?

B. Are the trainees ready to teach each other?

C. What is their feeling about the ranking?

IV. Outline the Training Material.

A complete outline should be developed, which would include all the material and skills for the technical education of the case aide. This outline should be based upon the data collected by the trainees and their ranking as to importance.

A case aide or welfare worker should be called upon to reality test the outline.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Recognize individual differences in families. 2. Respect individual differences in families. 3. Utilize individual difference information on observing families. 4. Criteria for measurement.	1. Develop a method for identification of individual differences in families. a. What can be observed. b. What can be measured. c. What is the environment needed for observation. 2. Discuss the influences that affect the behavior of the family. 3. Discuss the responsibilities that are associated with having a family.	1. Recognize and respect individual differences. 2. Understand the difficulty of being a parent. 3. Understand the environmental influences on the family. 4. Develop methods and techniques for observing the family.

I. Develop Method of Identification.

Trainees have already discussed "what" the similarities and differences of families are. The instructor should now have trainees discuss "how" they will tell the differences in families, when the trainees are case aides. Have trainees discuss what knowledge they already possess as a basis for identifying differences. Examples: their own childhood; their own children; their own family; friends and neighbors; etc.

A. What can be learned by observation?

B. What can be learned by comparison?

C. Would it be helpful to keep a daily diary? why? or why not?

D. What is available as resource? (such as family guidance books)

II. Discuss Behavioral Influences.

The instructor should have the trainees discuss what influences the behavior of the family. Numerous things will come to mind.

Examples: environment, health, brothers and sisters, mother love, father love, death of family member, moving, rivalry, talents, etc. etc.

III. Discuss Responsibilities in Raising a Family.

All of the previous discussions concerning families may be used as a basis for the discussion by the trainees on parental responsibility.

A. What does a parent owe a child?

B. What does a child owe a parent?

C. What does a welfare worker owe a child?

D. What does a case aide owe a child?

E. Who share responsibility for the family?

F. What does a case aide owe the family?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The welfare background. 2. The professional welfare worker's experience. 3. The professional welfare worker and the welfare system. 4. The changing welfare system. 5. The challenge of welfare.	1. Discuss the progress of welfare, and why changes have occurred. 2. List the various experiences professional welfare workers go through before serving as a case worker. 3. Discuss the relationship between the professional welfare worker and the welfare system.	1. Appreciate the struggle of welfare. 2. Understand the impact training has on the professional case worker. 3. Understand the difficulty of changing a welfare system.

I. Discuss the Progress of Welfare.

A discussion should be held on how welfare demands are different today than they were years ago. Trainees may provide examples from their own lives, in relation to job demands.

A. Do trainees need more welfare help today than their parents did?

B. Is it more difficult to be self supporting in modern society?

C. Do jobs today demand more education?

D. Are there more welfare systems today than years ago?

II. List Professional Requirements for Welfare Workers.

The instructor should have trainees discuss and list what it takes to be a case worker. The instructor could have a case worker as a resource

person to tell the group about his or her requirements to be a professional.

A. How much schooling must a welfare worker have?

B. What personality requirements must a teacher have?

III. Discuss Welfare Staff - Agency Relationship.

Trainees may not have given much thought, before this, about what the relationship should be between welfare worker and welfare agency. Have trainees discuss what they think an ideal welfare worker - welfare agency relationship should be.

A. Should the welfare setup act as a parent figure to the welfare worker?

B. How much help should the worker expect?

C. Should the worker be loyal to the welfare system?

D. Should the welfare worker make any changes in the welfare system?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Using talents. 2. Development of present talents that would help on the job as a case aide.	1. List the various talents that are used in dealing with families. 2. Work out a plan for developing present talents needed for working with families. 3. The group commitment to talent development.	1. Commitment to improving talents that relate to the job of being a case aide. 2. Use present talents to help other trainees learn new skills. 3. Identify talents and qualities that could be used in working as a case aide.

I. Using talents with families.

The particular talents of trainees in working with families may be their most important talent. Trainees can gain self-confidence by associating their present talents with those needed in working with families.

A. Problem solving skill.

B. Loving children.

C. Understanding children's needs.

D. Concern for child development.

E. Experience in family relationship.

The trainees should develop an in-depth list of skills they now have in dealing with families. What additional skills are needed? How do trainees increase skills?

II. Get a Commitment.

Trainees need to make a commitment to the training program.

A. Willingness to learn.

B. Help others.

C. Apply self.

D. Stay in the program.

E. Other.

Rank order of the trainee group as to their commitment to the case aide training program. Discuss the ranking. This session could be video taped to help trainees see how they handle the ranking of commitment.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Conditions in the community that affect welfare operation. 2. Pressures in the community that affect welfare programs. 3. Parent organization's role in the welfare system.	1. Discuss the conditions in the community that could affect the operation of the Welfare Department. 2. Develop a model of a community group that would support a good welfare system. 3. Define the role of the professional case worker in the Parent organization of a welfare system.	1. Understand the community impact on the welfare system. 2. Appreciate the teacher's role in the Parent-Welfare organization. 3. Utilize information regarding Parent organization to relate to welfare, community organizations.

I. Discuss How Community Affects Welfare.

The trainees have previously discussed the relationship between the Welfare Department and community. This discussion will probably already have overlapped into the "how and why" of the influences of the community on a welfare program.

A. Does the community support its Welfare Department?

B. Does the community have sufficient finances to support good welfare?

C. Do those people without need give support to the welfare system?

D. Does a transient population provide a good background for a good welfare program?

II. Develop a Model Support Community.

The instructor should have trainees list all of those things which they believe a community should have, to support good welfare. What should an ideal community do in order to support its Welfare Department?

III. The trainees should discuss the role of the professional case worker in the Parent - Welfare organization. Trainees should invite resource personnel to speak to the group--such as an officer in the organization, a welfare worker, a member of the government.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
I. Variation in skill development.	1. Develop an inventory of skills each trainee needs to improve.	1. Be able to develop measuring tools to determine progress
2. Skills and motivation.	2. Develop a measuring tool for each of the skills needed, to provide trainees a method of following progress.	2. Associate learning with teaching.
3. Identification of skills needed.	3. Make up a list of the skills trainees have that match those needed on the job.	3. Accept responsibility for helping others to learn.
4. Skill Bank Inventory.	4. Discuss how trainees can help each other learn new skills by using the committee process.	

I. Develop Skills.

The instructor should serve as the reality tester for the trainee input of material. The trainee will need to be confronted regarding his course input. To develop skill in the trainee, the trainee needs to know when he is doing well or poorly. The Instructor can direct the trainees to give feedback after each session.

II. Organize.

The trainees may have difficulty in organizing the training course. The instructor, by calling in outside help in the organization of the course, will support learning by helping when helping is also teaching.

III. Keep the Group on Schedule.

As the course is developed the instructor will need to keep the course moving. Trainees may not be able to keep up with the schedule they have planned.

The instructor should check with students and committee to make sure they will be ready when it is their turn.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The problems families bring to the community 2. The Problem and Observation. 3. Emotional and Behavior problems affect the Welfare Program. 4. Identification of symptoms. 5. The association of family and stress.	1. Discuss the problems families may have in the community. 2. Develop a list and observation form for noting family behavior. 3. Visit a family and note behavior. 4. Report on observation and note variations and changes.	1. Observe families in order to develop techniques for making predictions. 2. Develop skills in observation. 3. Understand behavior variations of families.

I. Discuss Problems of Families.

Families do not all adjust to the community in the same way, nor do all adjust to different environments. The instructor should have trainees discuss what the problems are that families may have in the community. Are there things that are problems to some families and not to others? Discuss both physical and non-physical problems.

II. Develop Observation Form.

Have trainees list what they believe to be problem behavior in families. How do different families respond to different problem situations? Could one welfare worker consider certain behavior a problem and another worker not consider it a problem?

III. Note Family Behavior.

While on a visit to a family have trainees observe the family as to possible

problem behavior. Trainees could visit friends or visit families on the recommendation of the welfare department. Trainees should use the observation sheet to check the behavior of a family. The instructor could have two or more trainees check the behavior of the same family and compare their observations later. Group discussions as to findings should follow all family visitations. The instructor should have trainees discuss whether they agree on certain behavior being a problem.

TRAINING OUTLINE

PHASE III
C. WORK HARMONIOUSLY WITH STAFF
Instructor Guide

CONTENT	PROCESS	OBJECTIVES
I. Typical Welfare Department Organization.	1. Analyze a typical welfare department in terms of organization and function.	1. Understand how professional welfare workers will view case aides.
2. Design of Welfare Facility.	2. Design a floor plan for a typical Welfare Department.	2. Appreciate the support the welfare department offers to the welfare worker.
3. Expectations of professional welfare workers of case aides.	3. Have a vignette on the expectations which professional welfare workers have of case aides.	3. Cope with the welfare organization as it relates to being a case aide.
	4. List the support services necessary for a welfare worker in the field.	4. Develop skills in working with professional welfare workers.

I. Analyze a Welfare Department as to Organization and Function.

Not all Welfare Agencies are alike, and they will differ in organization and function. The instructor should have the trainees discuss and analyze what they believe to be a typical welfare agency. Have the trainees make an organization chart of welfare personnel, including Government board, Director, Supervisors, case workers, community workers, office, janitor, etc.

Make a list of the functions of all the personnel that are needed in this typical welfare department. What are their principal duties within the welfare setup?

II. Make Rough Sketch of a Welfare Floor Plan.

The trainees should already have visited the Welfare Office and would have an idea of the rooms used and needed in a Welfare Department. The instructor should have trainees make a rough sketch of what a floor plan of a Welfare Department should be like. Have them use either blackboard or use individual

sketches. The trainees may use the above list of welfare functions as to what is needed in a Welfare floor plan.

III. Vignette on Case Aide Expectations.

The instructor should follow the form for Vignette in the Life Skills Curriculum. The instructor should use professional Welfare Workers along with the trainees.

A. What does the Welfare Worker expect of the aide?

B. What does the aide expect of the Welfare Worker?

IV. List Support Services.

The instructor should have trainees list the neccessary support services that a professional welfare worker needs in order to give good service to the community.

Example: clerical, administrative, health, financial, travel, agency cooperation, etc.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Micro teaching with video tape. 2. The trainee contributes to instruction. 3. Content and process of training. 4. Awareness of instructor impact.	1. Trainee presents information on skills needed by Case Aide. (Video-taped). 2. Trainees critique each other's class demonstrations.	1. Learn to use video tape. 2. Give and receive feedback on teaching technique. 3. Develop critique skills.

I. Video taping of Trainees' Presentation.

The instructor will have each trainee give a presentation before the group. The trainee may use various topics as outlined in Phase I. These presentations should be video-taped by another trainee for playback.

II. Critique of Presentation.

The video-tape of trainees' presentations will be played back. Trainees will critique each others' group presentations. These trainee presentations and the critique are done to help the trainee develop skill and confidence in himself. Trainees will find that they will develop a skill in doing a critique of one another.

III. Discuss Instructor Impact.

The instructor by now has progressed far enough to benefit from a discussion of his part in the group. The instuctor should encourage trainees to discuss how they feel about him as an instructor. This discussion should be followed by one on how the trainees think that they, as case aides, will be seen by the families they serve. The instructor should encourage open discussion.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Changes made in the welfare system as the result of community action.	1. Discuss the changes made in the welfare system as the result of community pressure.	1. Understand individual influences on the welfare system.
2. Community responsibility for welfare.	2. Discuss the trainees' past participation in welfare-related groups.	2. Develop roles that would support the welfare system.
3. Role of the case aide in the traditional welfare system and his relationship to the community.	3. List all the supportive roles the case aide may take in the community.	3. Understand the feelings of community towards the welfare system.
4. The task of the case aide in relating to the community.	4. Discuss the community expectations of the case aides.	
	5. Discuss the case aide expectation expectation of the client.	

I. Discuss Effect of Client Pressure.

The instructor should have trainees discuss the influence of client pressure on the Welfare Department. Trainees may have participated in making changes in the Welfare Services. What things could be changed as a result of clients' wishes?

A. Could services be improved?

B. Could a new building be gotten?

C. Could salaries be raised?

D. Could the reporting system be changed?

E. Could requirements for case aide be changed?

Where would clients have to exert pressure in order to make their wishes known?

Would it be to the Government? The Director? The welfare organization? Community Service organizations?

II. Case Aide in the Community

The trainees should discuss how much they should participate, as case aides, in community groups. What organizations, if any, should they attend? The case aide will have direct contact with families during many hours of the day. How much contact should the case aide have with the family in a community organization?

III. Discuss Client Expectation.

The client has certain expectations of each person who has any responsibility for Welfare Service. The instructor should have the trainees discuss what a client will probably expect of a case aide, and what a client has a right to expect.

A. Should the client expect a case aide to give the family fair treatment?

B. Should the client expect the case aide to give love to the family?

C. Should the client expect the aide to help the family to improve?

D. Should the client expect the aide to try to get additional services for the family?

The instructor should also have the trainees discuss what they expect of the client. The same questions may be re-worded and asked by the aide of the client.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The work of the case aide.	1. Trainees teach each other case aide skills.	1. Utilize skills needed by case aides.
2. The process of instruction.	2. Trainees use resource people as necessary for instruction.	2. Test teaching techniques.
3. Learning and tools for teaching.	3. Trainees reality test their ability to give and receive instruction.	3. Work as a group to teach each other skills.
4. Utilizing tools for learning.	4. Trainees develop methods for transfering and utilizing information.	4. Use good teaching techniques.
		5. Learn how to use resource people in instruction.

I. Continue Training Case Aides.

As the course continues, the students should accept more and more responsibility for their training. The instructor should give little support. When failures do occur, the instructor should point out what would happen if they were working in the field as a case aide.

II. Use Resources.

The instructor should help trainees identify technical assistance that could help them with training (i.e., probation officers, Health Department Aides, Police Department personnel, welfare clerk, etc.). These courses may need to be held at night for the convenience of the instructor. Help trainees be creative in their instruction methods by asking

"is this the best method of presenting this material?".

III. Use What is Taught.

The instructor will need to provide opportunities for trainees to use what they are being taught. When possible, trainees should be used in other NewStart groups as an aide or instructor on specific material.

IV. Develop On the Job Training.

The most important learning will take place when the trainee has the opportunity to practice what he is learning. Develop "on-the-job training programs" for as many trainees as possible. These need not be in a Welfare Department (although it is best), but explore other possibilities.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Behavior change and modification.	1. List family behavior that would need modification.	1. Understand the problems of clients.
2. The concept of change.	2. List methods of modification.	2. Develop methods of coping with clients' behavior problems.
3. Motivation and behavior.	3. Discuss the role of motivation in changing behavior.	3. Utilize information and skills in dealing with clients with problems.
4. Observation, program, and change.	4. Discuss liking the client and not liking his behavior.	4. Develop a background for understanding needs of clients.
	5. Develop a list of possible encounters with clients as behavior problems and what could be done.	

I. List Behavior Needing Change.

As trainees continue to observe clients, they will become more skilled in noting behavioral differences. The instructor should have the trainees now discuss which types of behavior they think should be modified or changed. Do all trainees agree as to which types of behavior should be changed?

II. List Methods of Changing Behavior.

We have all at some time tried to change the behavior of another person. Have trainees discuss ways in which they have tried to change or modify another person's behavior. How successful were the trainees in making any change?

Examples:

A. Changing behavior by using discipline.

B. Changing behavior by using suggestion.

C. Changing behavior by using involvement in different situations.

D. Changing behavior by example.

III. Discuss Motivation.

The instructor should have the trainees discuss the role of motivation in changing behavior. What makes a person change? What makes a person want to change? Is it possible for a person to change without becoming involved as a participant in the action? Is it possible to change behavior without wanting to change?

IV. Discuss "Love" and "Like".

The trainees should discuss whether there is a difference between "loving" and "liking". Is it possible to both love and not like a person at the same time? Trainees should ask themselves the question if they could, as case aides, like a client while at the same time not like the client's behavior. Would it be more helpful to the client if the client is liked in spite of his behavior?

The instructor should have trainees give examples from their own lives, or from the observation of others, in which they have liked a person but not liked what he was doing. Have trainees discuss what could have been done, during situations that they describe, to have changed the person's behavior.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The welfare system. 2. Relationship of services and systems of welfare. 3. The welfare organization, function, and methods. 4. Coordination of welfare services.	1. Discuss with agency administration the organization of the welfare system. 2. Visit various welfare agencies to learn about the system of welfare. 3. Research and report on the welfare system; local to national, private and public. 4. Design a welfare system that would fill the needs of the community.	1. Understand the complex nature of the welfare system. 2. Utilize research methods. 3. Appreciate the role of the welfare administration.

I. Discuss Organization of the Welfare System.

The instructor should have trainees obtain an organizational chart of the welfare system, listing agencies from the local to the national level, including both public and private. Have a resource person, such as a welfare administrator, visit the group and tell about the organization. How many agencies are included in one district, or are all in one district? What are the different divisions, and what are they called?

II. Visit Various Welfare Agencies.

The instructor should have trainees arrange to visit various agencies within their district. All the various departments of the agency should be covered,

including aid to children, employment, insurance, health service, etc. Trainees should report back to the group and discuss their findings. Were any private or parochial agencies included? Are they given the same cooperation as the public agencies?

III. Design a Welfare System.

The trainees should have thoroughly researched the existing welfare system before designing one of their own. Using the information obtained, the trainees should design a welfare system of their choosing. What would they add to the already existing welfare system? Are there services or programs that are no longer needed?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Being a welfare worker. 2. Awareness of impact on clients. 3. Giving and receiving feedback. 4. The magic of service.	1. Rank the group as to learning most to learning least about being a case aide. 2. Discuss the ranking and how members need to change. 3. Role play situations regarding clients: case aide encounters and video tape for feedback. 4. Discuss why being a case aide is important. 5. Rank members on most dedicated to being a case aide to least dedicated.	1. Make assessment of training gains. 2. Relate effectively to group members. 3. Understand impact of clients during stress situations. 4. Reality test dedication to being a case aide.

I. Rank Group for Learning.

The instructor will now have the trainees rank each other as to who has learned the most about being a case aide, to those who have learned the least. After any ranking, a discussion should be held about the ranking. The instructor should encourage the trainees to talk about how they need to change, and what they will do about it.

II. Role Play Client - Case Aide Encounters.

The instructor should have trainees role play encounter situations between client and case aide. These may be situations as discussed previously,

or ones the trainees may have observed while visiting families or reading cases.

Example: Welfare aid recipient does not receive a payment and confronts the case aide;

A family member is arrested by police and case aide goes to inform family;

A family member needs medical attention and refuses to go to the doctor.

Role playing should be video taped for feedback.

III. Discuss Importance of Case Aide.

Have trainees discuss why being a case aide is important.

A. Does it give a purpose to life?

B. Does it give dignity to life?

C. Is it rewarding?

D. Do you give service to your community?

IV. Rank Group for Dedication.

The instructor will have trainees rank each other as to who is the most dedicated to being a case aide down to the trainee who is least dedicated. Have trainees discuss the ranking and how they feel about it. Discuss how action is related to dedication. Was the trainee who was rated highest in dedication also the person who participated the most? Does a dedicated person always become actively involved?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The non-participant view of welfare.	1. Design a questionnaire for community members who are not related to the welfare system.	1. Understand importance of involvement in learning and support.
2. The Community Meeting.	2. Research views of community members regarding present welfare system.	2. Utilize research to plan programs.
3. Concept of non-support.	3. Design a meeting observation form for a community meeting.	3. Understand variations in the role of the case aide.
4. Analyzing meetings.	4. Visit a community group.	4. Work with community groups.
	5. Report to the Training Group on observation of Community Meeting.	

I. Design Questionnaire.

A community may have many members who are not actively involved in its welfare system in any way. The trainees should develop a questionnaire that they could use for information regarding the interests of these people in the welfare system. Are the non-participants interested in the welfare system, and if so, how much? Do the non-participants feel that they should help pay for the local welfare system? Many more questions should be developed on the questionnaire.

II. Research Community Views.

The trainees should use their completed questionnaire on the views of non-participants in the welfare system. The instructor should have trainees question members of the community, or perhaps some of their friends and relatives who are non-participants. The trainees should report their findings back to the group.

A. How do the views of others compare with their own as case aides?

B. Are the views of others similar to the views the trainees held at the beginning of this course?

III. Design Meeting Observation Form.

The instructor should have trainees develop an observation form to be used when attending meetings. What items should be observed during a meeting? Attendance, interest, purpose, purpose accomplished, etc.

IV. Attend Meeting.

Trainees should visit a community group and use the observation form they have developed. Any group meeting in the community will serve the purpose, such as a Rotary, City Council, Hospital Board, etc. The trainees should report their observations to the group.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Practice case aide skills.	1. Practice case aide skill in actual work situation.	1. Develop confidence in being a case aide.
2. Use skills to increase skills.	2. Practice case aide skills in simulated situations.	2. Predict situations that case aides might encounter.
3. Critique case aide skills.	3. Critique skills on the job.	3. Prepare for situations that case aides might encounter.
	4. Simulate job interviews and other encounter situations.	4. Be ready for job interviews.
		5. Increase skills in areas where needed.

I. Develop Job Practice Situations.

Trainees need to practice their skills in job situations. Trainees need the opportunity to be in the Welfare Agency and serve as case aides. Trainees should be placed in the Welfare Department for a few days, and then have the opportunity to compare their experiences with other trainees. Observation and Work Sheets should be developed to help the trainee improve his skill.

II. Develop Confidence.

Trainees need to feel like they can really be of help as a case aide. When the trainee has a chance to practice and then be helped by fellow trainees and by the case aide instructor, he will not be under the threat of being "alone" in the field.

III. Discuss Experience.

Trainee should discuss what experience in the field means to him or her.

A. What additional training is needed?

B. What training was most important?

C. How did this experience help?

An open discussion should help the trainee become more confident in his job.

IV. Rank and Rate.

As the results of the field experience, rank which skills are the trainees most comfortable with, and which ones are best used by the trainees.

V. Continue On the Job Training.

The more practice the trainee has, the more comfortable he will be when he gets to work. To provide for comfort, the field experience needs to be associated with support from the New Start Training. Group discussion, instructor follow-up in the school, and observation critique can provide for support of the trainee before he is in the real job situation.

VI. Learn How to Be Interviewed.

Each trainee school-experiences a job interview before an actual interview is arranged. Simulate an entire interview starting with making an application and concluding with a rejection or acceptance. Use video tape to help the trainee see how he is seen by the interviewer.

A. Does the trainee look and talk like a case aide?

B. Would the trainee now hire himself as a case aide?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The Welfare interview from the client's viewpoint.	1. Outline a typical welfare interview from the client's viewpoint.	1. Work effectively with clients.
2. Helping progress to continue.	2. Outline a typical client's day outside of his association with the welfare department.	2. Understand various case aide roles with clients.
	3. Discuss expectations of clients.	3. Use learned skills in working with clients.

I. Outline a Typical Day From the Point of View of the Client.

Make up a list of a typical day (activities).

A. Leisure time.

B. Work time.

C. Association with the Welfare Worker.

D. Association with other families.

E. Association with family members.

What is the welfare department really like as far as the clients are concerned?

Talk to clients to get their point of view.

II. Discuss Client's Expectations.

What do clients really expect out of life?

A. What do clients expect of their family?

B. What do clients expect of the welfare worker?

C. What do clients expect of case aides?

III. Work with Clients.

Trainees should experience clients in a number of situations -- at work, in the community, private agencies, leisure time, churches, as well as in their homes.

A. How is this information helpful?

B. What is the trainee learning?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The welfare staff relationship.	1. Role play a typical welfare staff meeting.	1. Understand the roles of welfare staff members in meetings.
2. The expected staff roles in welfare situations.	2. Identify various roles welfare staff assume during staff meetings.	2. Identify the case aide role in associating with welfare staff.
3. Working with others.	3. Attend a welfare staff meeting and discuss what took place.	3. Accept responsibility for being a case aide.
4. Motivation in work.	4. Discuss the role of the case aide as a functioning member of a welfare staff.	
	5. Rank order the trainees as to who is the most motivated to be a case aide and who is least motivated.	
	6. Discuss the ranking.	

I. Role Play a Welfare Staff Meeting.

Assign roles as to function of members of a welfare staff (director , case workers, community workers, secretaries, etc.).

A. Outline a problem that could be discussed during a typical staff meeting. (There is too much money being wasted in giving aid to children).

B. Use video tape to focus on roles members played as to function and process.

C. Did staff members also assume roles as group members as well as staff members ?

II. Attend a Welfare Staff Meeting.

The instructor should try to arrange for members of his group to attend a welfare staff meeting. Make up an observation sheet before the meeting and discuss "what happens" with the trainees after the meeting.

III. Discuss the Trainee's Role in the Staff Meeting.

The instructor should reality test how the trainee will behave in welfare staff meetings as well as in other staff relationships.

A. What will be the expected role of the case aide in the welfare staff meeting?

B. What will be the expected role of the case aide in other staff relationships?

IV. Rank Order on Motivation.

Trainees need to feel and understand the importance of motivation to succeed. The trainees should rank order on motivation to be a case aide. Following the ranking discuss what the ranking means and what should be done.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Plan for future. 2. Variation of Goal. 3. Employment. 4. Assess future.	1. Develop a plan for getting a job as a case aide. 2. Develop a list of jobs that are similar in scope to a case aide. 3. Design a plan for continuing education and training as a case aide. 4. Establish short-term educational goals. 5. Force Field Analysis of conditions for and against succeeding as a case aide.	1. Realize the need for continuing education. 2. Discover additional opportunities for placement. 3. Assessment of conditions for succeeding as a case aide. 4. Plan productive future.

I. Trainees Plan Future.

What does the futrue hold for the trainee? How can he get a job as a case aide? These questions will need the support of the New-Start Placement Staff. The on-the-job training program could lead to employment, but what other contacts could be utilized for employment?

II. Plan alternatives.

The trainees will need to have other jobs developed that they could work at using case aide skills. The instructor should help trainees develop a list of jobs by calling in other placement specialists.

A. What jobs are similar in scope to a case aide?

B. Is having the skill of a case aide helpful in getting jobs outside of the welfare field?

C. Is confidence in oneself helpful?

III. Plan Education.

Trainees need to improve their own education. Trainees should establish educational goals for themselves. Trainees should select courses that would help them increase their skills.

A. Where is additional education available?

B. How will additional training help?

C. What does the trainee need to do to succeed?

IV. Force Field Analysis.

Trainees should continue to reality-test being a case aide. Develop a Force Field Analysis of conditions for succeeding as a case aide and against succeeding as a case aide.

A. What needs to be done as the result of the analysis?

B. What conditions can be changed?

C. How can the trainees control conditions for the future?

ERIC Clearinghouse
FEB 24 1970
on Adult Education